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ABSTRACT

Designed for teachers to provide students with an awareness of the world of nature which surrounds them, the manual presents the philosophy of outdoor education, goals and objectives of the school program, planning for outdoor education, the Wildwood Programs, sequential program planning for students, program booking and resource list. Content material includes: a definition concerning education in, about and for the outdoors; goals and objectives emphasizing educational opportunities and quality of learning in the program; the bow tie model illustrating organization of out-of-door education experiences; a description of the Wildwood Programs, such as teaching and learning approaches used and activity programs for winter, fall and spring; and the use of the bow tie model for evaluation. Other topics and materials presented are program booking, which discusses expectations, policy and procedure, program costs, funding, and form samples; standard emergency procedures; and a resource list which includes 22 resource agencies and 59 natural science film titles. (ERB)

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OUTDOOR EDUCATION MANUAL

by

Cobina Gooyers
Steve Sauder
Bessie Blair
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July 1983

Upper Thames River Conservation Authority
P. O. Box 6278, Station "D"
London, Ontario N5W 5S1

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FOREWORD

The preparation of this Outdoor Education Manual provides me an opportunity to make a few introductory comments explaining how this document, and the program it outlines, came into being.

Although Outdoor Education has been a keen interest of many Perth County teachers over the years, until recently there had been no county thrust to encourage program development nor any attempt to make existing programs more consistent from school to school.

In 1981, discussions began with representatives of the Upper Thames River Conservation Authority to explore ways in which our students could make increased use of the Wildwood Conservation Area. From a number of principals and teachers who had for some time been making occasional use of this excellent outdoor resource area and of the leadership of U.T.R.C.A. staff there, came enthusiastic reports about the quality of experiences being made available to classes visiting Wildwood. These reports made it obvious that we should attempt to open up such experiences to as many students and teachers across the county as possible.

The end result was a joint agreement between the Perth County Board and the Upper Thames River Conservation Authority which has led to the allocation of 140 days at Wildwood for the use of our students during 1983. It is our hope that, on the basis of this year's experiment, we will be able to continue this joint arrangement and that both parties will agree to continue the necessary subsidization so that even more of our students will become involved in this worthwhile program.

...../2

It is also our objective, in any expansion of this program, to focus attention upon the resource needs of those schools which are too remote from Wildwood to make use of its facilities, so that in reality our Outdoor Education program will be county-wide.

Once the joint agreement for 1983 had been reached, we proceeded to develop a structure for Outdoor Education programming, and for this purpose formed a committee of volunteer staff members who have met regularly throughout the year. The development of this Manual is one of the major achievements of this committee, whose members are as follows:

Cobina Gooyers, Outdoor Education Co-ordinator, U.T.R.C.A.
Steve Sauder, Outdoor Education Technician for Wildwood

Bessie Blair	Downie Central P.S.
Lynn Dotzert	Avon P.S.
Dieter Keller	Romeo P.S.
Joan Lennox	St. Marys Central P.S.
Dale Robinson	St. Marys North Ward P.S.
Virginia Telford	Juliet P.S.

I would like to extend my personal thanks to each of the committee members for their assistance with this project, and particularly to Cobina for her leadership -- not to mention the excellence of the program she and other U.T.R.C.A. staff members have been providing at Wildwood.

It is our hope that this Manual will be useful to teachers in strengthening our students' awareness of the world of nature which surrounds them and in gaining added respect for it. Only with such an awareness and respect will there be an outdoor environment for future generations to enjoy.

K. P. Thompson

July, 1983

K. P. Thompson
Superintendent of Program

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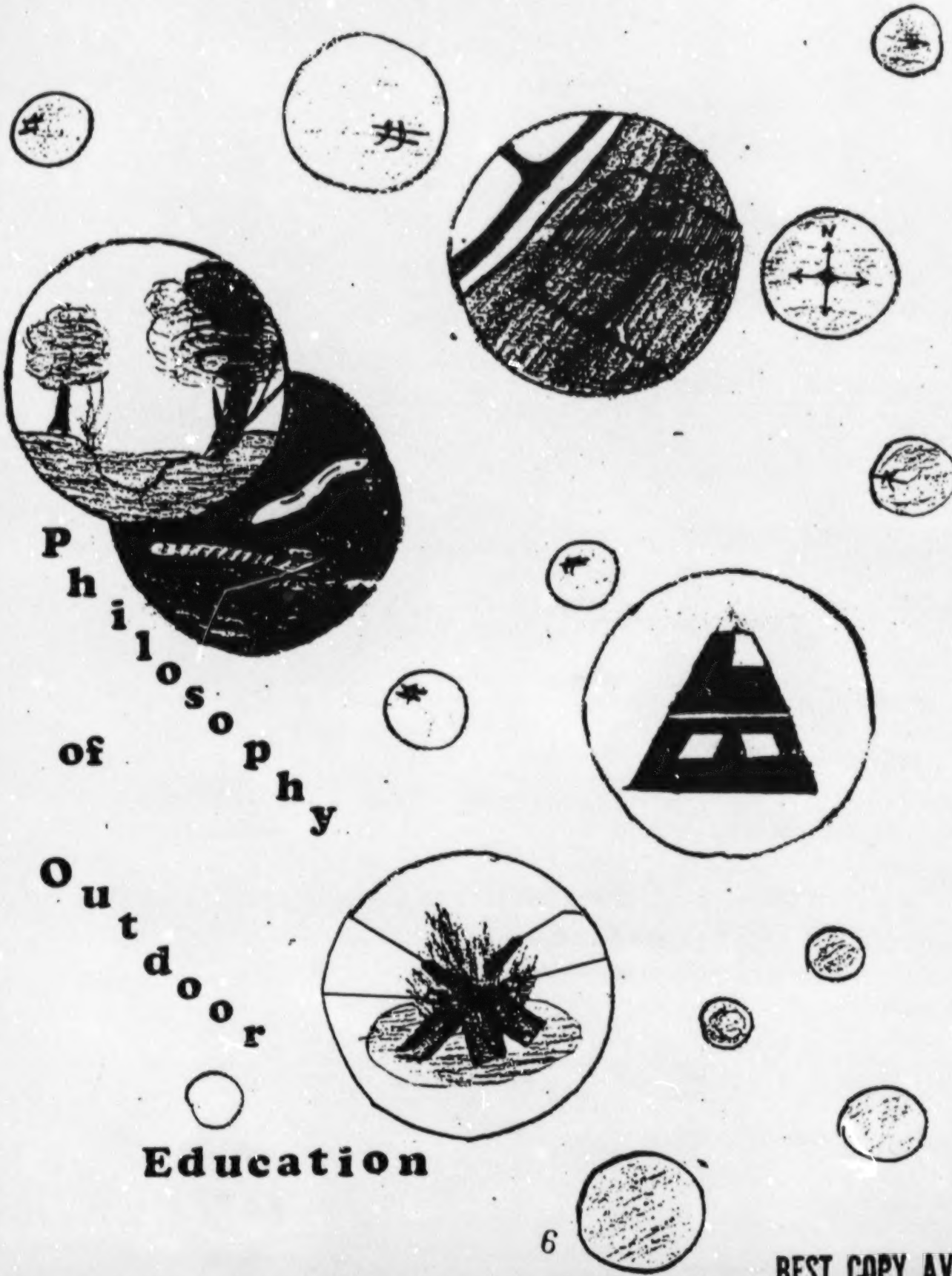

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PHILOSOPHY

Sharing and learning we will grow together. In an atmosphere of community we tread gently to discover the ethics of conservation.

OUTDOOR EDUCATION -- A DEFINITION

George W. Donaldson and Louise E. Donaldson

Outdoor education is education in, about and for the outdoors. Its guiding principle is that famous statement of L.B. Sharp's: "Those things which can best be taught outdoors should there be taught." Its raison d'etre is that 20th century people have removed themselves from the land -- and both they and the land are worse off for it! Its methodology is as old as mankind -- learning by using the senses out where the subject matter exists. Its motivation is fundamental to practically all youngsters and most grown-ups. It's fun to work and play and learn outdoors!

IN THE OUTDOORS

It may appear redundant to state that outdoor education is education in the outdoors. But there was once a school superintendent who claimed that his school could not operate a school forest because there wasn't a textbook on the subject! And a teacher was heard to ask if the new high school would include a room for teaching casting! It is important that "in the outdoors" be given an important place in the definition.

ABOUT THE OUTDOORS

Outdoor educators have no quarrel with the idea that much subject matter about the outdoors can best be learned indoors. They would simply demur that learnings having to do with the outdoors are sometimes incomplete and often insipid if the whole learning experience is limited to the indoors.

The typical biology unit on amphibians offers an excellent example of the relationship of indoor and outdoor teaching. Students can read about and discuss both structure and function of a bullfrog. And this is best done indoors. In a good biology laboratory, the students can go the next step -- manipulation of an actual frog. Dissection of the frog is an excellent device in teaching structure. But the frog doesn't function as a frog in the book, the discussion or the laboratory.

The teacher who wants students really to know about frogs will take his students to a frog pond, where structure and function are so subtly yet firmly interrelated. The bulging eyes, the put-in-wrong tongue, and the powerful leg muscles make sense when the frog uses them in his own environment.

FOR THE OUTDOORS

The word for in this definition is the key word. For, is central not only because it limits the field, but because it implies a positive and a moral approach. It strongly suggests that both the learner and the outdoors are better because of the experience. For, implies both a mental attitude toward the outdoors and a set of skills and abilities which will enable the learner to do something about his attitudes. Skills are not enough; neither are good attitudes without implementations.

Words, especially definitive words, sometimes confuse a simple concept. Outdoor education is simple. It is as simple as a leisurely walk around the school grounds by a kindergarten teacher and her children. They might look for signs of fall or of spring. They might investigate a simple plant community. The teacher need not know all about seasonal changes in living things. Nor need she be an ecologist. She just needs curiosity and a bit of good old ingenuity.

In	About	For
practical	conservation	abilities
experiential	life cycles	sustain
fun health	sharing	attitude
	learning	conserve

Upper Thames River Conservation Authority

Outdoor Education Philosophy - Community Relations - U.T.R.C.A.

In cooperation with watershed communities, the Community Relations staff of the Upper Thames River Conservation Authority shall endeavour to develop and promote a positive ethic towards the conservation of renewable natural resources for the use and enjoyment of present and future generations.

The Authority crest was designed in 1953 and embraces important phases of the conservation program.

Sheaf of wheat represents

LAND USE

- agriculture
- soil erosion
- conservation tillage
- forestry

Canada Goose represents

WILDLIFE

- wildlife management
- wildlife habitats
- Ducks Unlimited
- baited areas
- no hunting

Latin inscription interpreted as

"CONSERVATION BY THE PEOPLE"

Wavy lines represent

WATER MANAGEMENT

- water quality
- flood control
- erosion control

Deciduous and Coniferous Trees represent

FORESTRY

- wildlife habitat
- wind breaks
- water quality and flood control
- prevention of erosion

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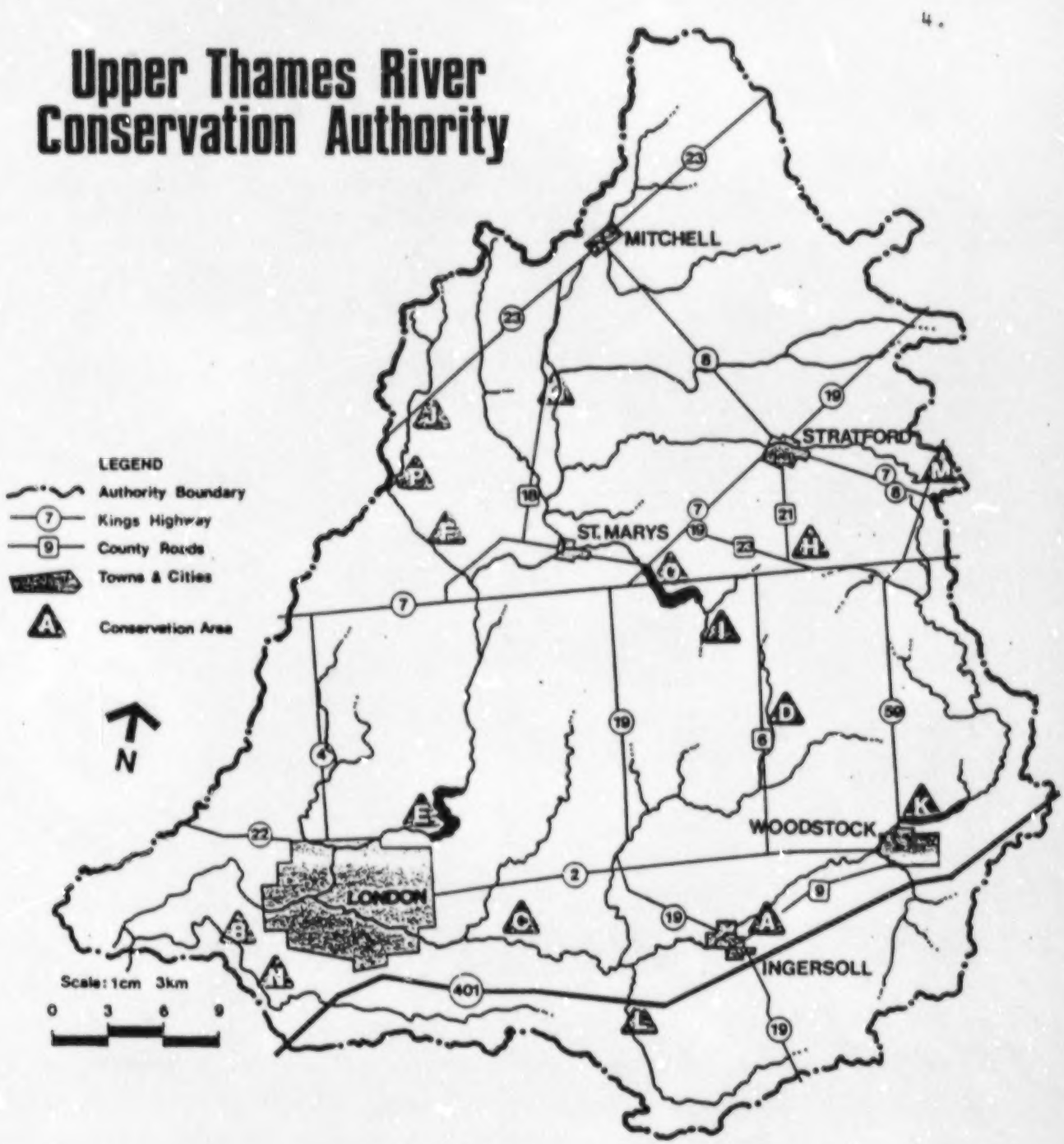
Upper Thames River Conservation Authority



CONSERVATION AREAS

A Centreville	I Harrington
B Dingman Creek	J Kirkton
C Dorchester	K Pittock
D Embro	L Reynolds
E Fanshawe	M Shakespeare
F Fish Creek	N Westminister
G Fullarton	O Wildwood
H Harmony	P Woodham

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School Outdoor Education Program

Goals and Objectives

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SCHOOL OUTDOOR EDUCATION PROGRAM

GOALS AND OBJECTIVES

1. To provide educational opportunities in, for, and about the out of doors.

   (a) To increase the awareness of the projects and policies of the Upper Thames River Conservation Authority.

   (b) To develop appreciation and awareness of our environment, the use of our natural resources and the ethics of conservation.

   (c) To provide practical learning experiences, meaningful information and resources.

WHAT

   (d) To provide a progressive program of outdoor educational learning experiences which give all participants the opportunity to learn and develop in various stages of competence.

   (e) To develop carry-over life skills.

   (f) To provide a safe learning environment.

2. To enhance the quality of learning by ensuring a community approach to the needs of the program.

   (a) To ensure that the planning, implementation and evaluation of programs is a co-operative effort by the conservation area staff, teachers, parents and participants.

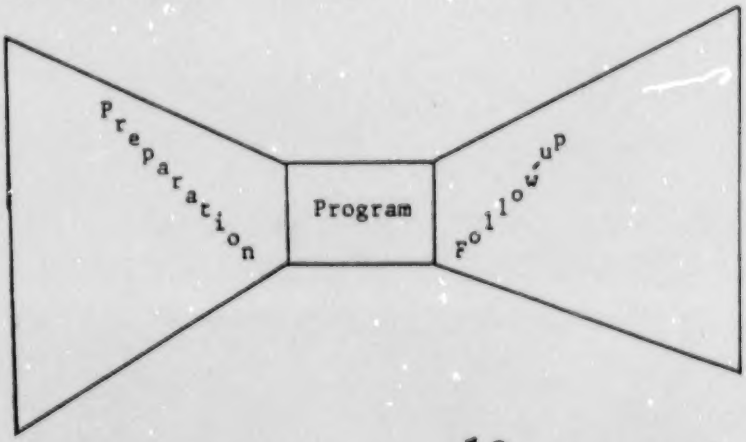
   (b) To provide direct outdoor learning experiences which complement classroom learning.

HOW

   (c) To develop a comfortable relationship with yourself, your peers, your leaders, and your natural environment.

   (d) To create a positive learning situation which encourages the development of self discipline, independence, creativity, and resourcefulness.

   (e) To create a learning environment which encourages group interaction, co-operation and respect.



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Bowtie Planning for Outdoor Education

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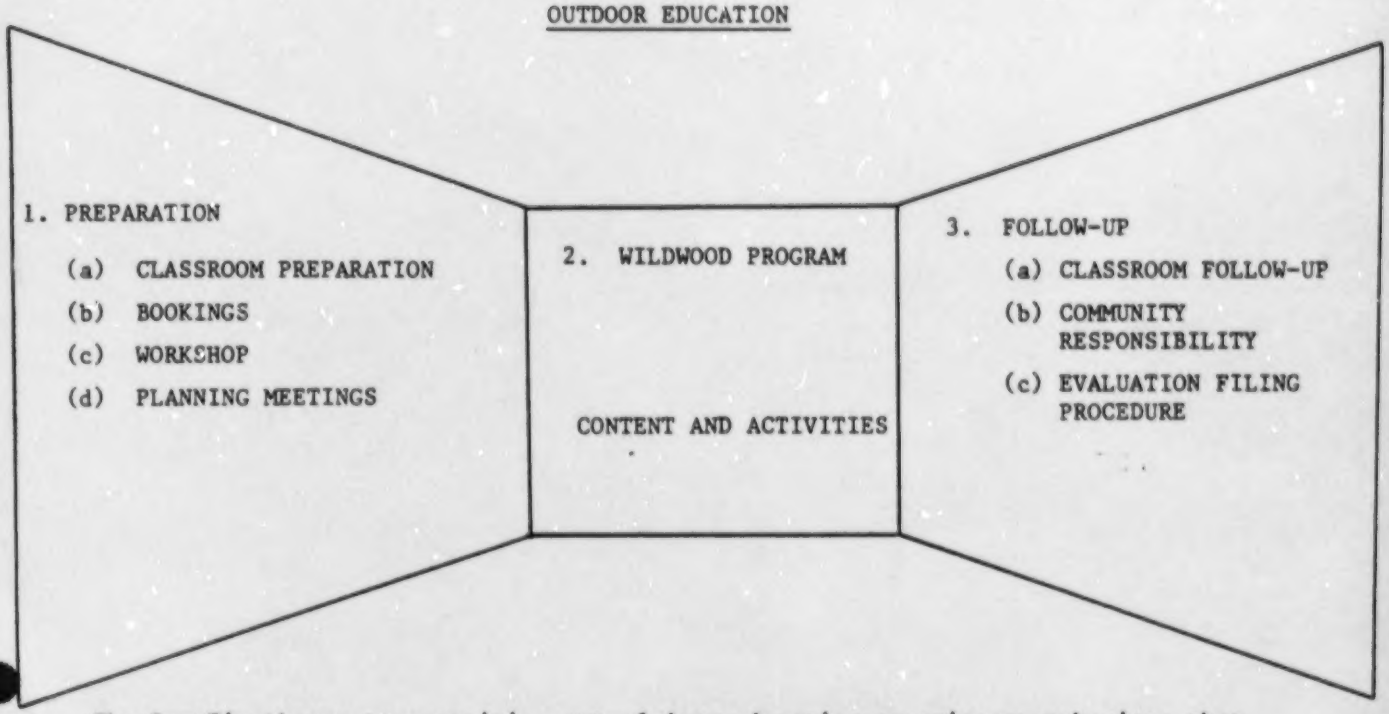
C.

BOW TIE PLANNING FOR OUTDOOR EDUCATION



The Bow Tie theory to organizing out-of-door education experiences emphasizes that (2) a visit to Wildwood by your class, although a vital component of your program is in fact the smallest segment of your total classroom program. The wide ends of the tie (1) Preparation and (3) Follow-up are broader, larger areas that do require a greater amount of teacher time, planning and effort in order to make the total unit of study a success.

The Wildwood program as pictured above, is centred, linking all aspects of your unit of study. This aspect of the program will be a practical experience for students to understand and appreciate conservation and our natural environment.

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C. (1) PREPARATION

(a) CLASSROOM PREPARATION

- The teacher should prepare a unit of study in any subject area, (ie.) language, science, history, geography, etc.
- Refer to Wildwood Program (Section D in Manual) to determine if any of their programs offered could be a learning experience for your class.

  NOTE: Do not arrange an excursion and teach around it! Prepare a unit and plan a meaningful excursion to complement the unit of study.

- Refer to out of class excursion manual.

(b) BOOKINGS

Once the unit is planned, book your program date according to the booking procedure (see section F.)

- Plan ahead.

(c) WORKSHOP

All teachers taking a class to Wildwood are required to attend a Workshop as scheduled in the "Booking Procedure - Part F".

(d) PLANNING MEETINGS

A Wildwood Outdoor Education staff member and participating teacher will meet at a convenient time to plan the activities for your visit, (ie.) content, materials etc.

Activities - Content

Meaningful Activities and Content that will compliment, clarify and expand on previously learned student unit work and act as a starting point for further interest and study.

- Refer to Section D.

C. (3) FOLLOW-UP

(a) CLASSROOM FOLLOW-UP

A further opportunity for teacher's and students to:

- reflect on their experience at Wildwood
- share their perceptions and ideas, and
- through lessons and project work reinforce and expand their knowledge.

(b) COMMUNITY RESPONSIBILITY

Can projects be done in the community to communicate conservation of our resources.

- recycling
- displays at a local shopping centre
- articles and pictures put in the paper
- visit a pollution control site.

(c) EVALUATION (PART E of Manual)

- FILING PROCEDURE

- Some students attending Wildwood comment that they have done this before. The EVALUATION-FILING PROCEDURE as explained in PART E of the Manual will hopefully eliminate this problem.

(C4) Sample Unit

BOW TIE PLANNING FOR OUTDOOR EDUCATION

Planning Preparation

- follow planning and preparation suggestions as outlined in teacher's guide for "The Tall Grass Zoo" and "The Pond";
- refer to Starting Points in Language P theme: Spring Signs;
- set up a terrarium or aquarium prior to field trip - discuss what animals need in order to survive;
- view films and filmstrips, e.g. "Spring Brings Changes", "Spring Comes to the Pond", "Beaver Pond", "Life in a Pond", "Animals that Live in Water", "Trees Grow Through the Years", etc.;
- set up a nature library (library books, magazines, articles);
- instruct students on how to use a microscope and other equipment that will be used on field trip
- attend preplanning meeting with Wildwood Staff;
- attend the Wildwood Workshop

Spring Gr. 3

Field trip to complement units "The Tall Grass Zoo" and "The Pond" found in the grade 3 reader The Secret Life of Mr. Mugs (Ginn Reading Series).

PROGRAM (whole day)

1. Pond Study - (a) pond animals (vertebrates)
   (b) pond animals (invertebrates)
   (c) sensory study

   Equipment - collecting nets, magnifying glasses, sorting tray, pail, reference books, clipboard, pencil, microscope, eye dropper, micro slides.

2. Acclimitization Hike - to discover what is in the Tall Grass Zoo
   - to identify wild flowers
   - to identify different kinds of trees
   - to use the five senses

Follow-up Learning

- paint a mural of a tall grass zoo or a pond showing such things as animals, birds, insects and plants;
- make a booklet of the insects, animals and birds seen on field trip - include some information about each;
- show the life cycle of one of the creatures observed on field trip;
- use a microscope to study insects and draw detailed pictures of parts of their bodies;
- write down field trip observations on chart paper
- make a booklet of the plants seen in the tall grass zoo or in the pond - include information about each plant;
- write poems and stories about what was seen on field trip - tape them for listening centre - write a song;
- have children use their murals, Booklets, charts, etc. to give oral reports to the class;
- prepare a display of all projects **

** Related Topics - discuss the ways forests, soil, water, wildlife and people depend on each other;
- discuss need to conserve our natural resources.

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W is for Wildwood Park.

I is for irritating insects

L is for Wildwood's Lake

D is for dreaming of Wildwood.

W is for Wendy that showed us around

O is for the opportunity to be at WILDWOOD

O is for the overjoyed faces when they arrive

D is for dreaming of going back someday

Wildwood is...

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TEACHING AND LEARNING APPROACHES IN OUR NATURAL ENVIRONMENT

Use the teaching cards and the definitions below to decide which teaching and learning approaches to use for your particular program.

Exploratory -

A way of investigating and examining by going through our natural environment, (no task cards used).
- can be used with all ages
- emphasized with kindergarten - grade 3

Activity -

The group is motivated to learn a theme or concept by playing a game or actively participating according to the leaders instructions, (no task cards involved).
- can be used with all ages
- emphasized with grade 2 - 4

Role Task -

Using task cards, students and possibly leaders are given different roles. By acting these parts, a concept is learned.
- emphasized with grade 4 - 6

Tasks and Studies -

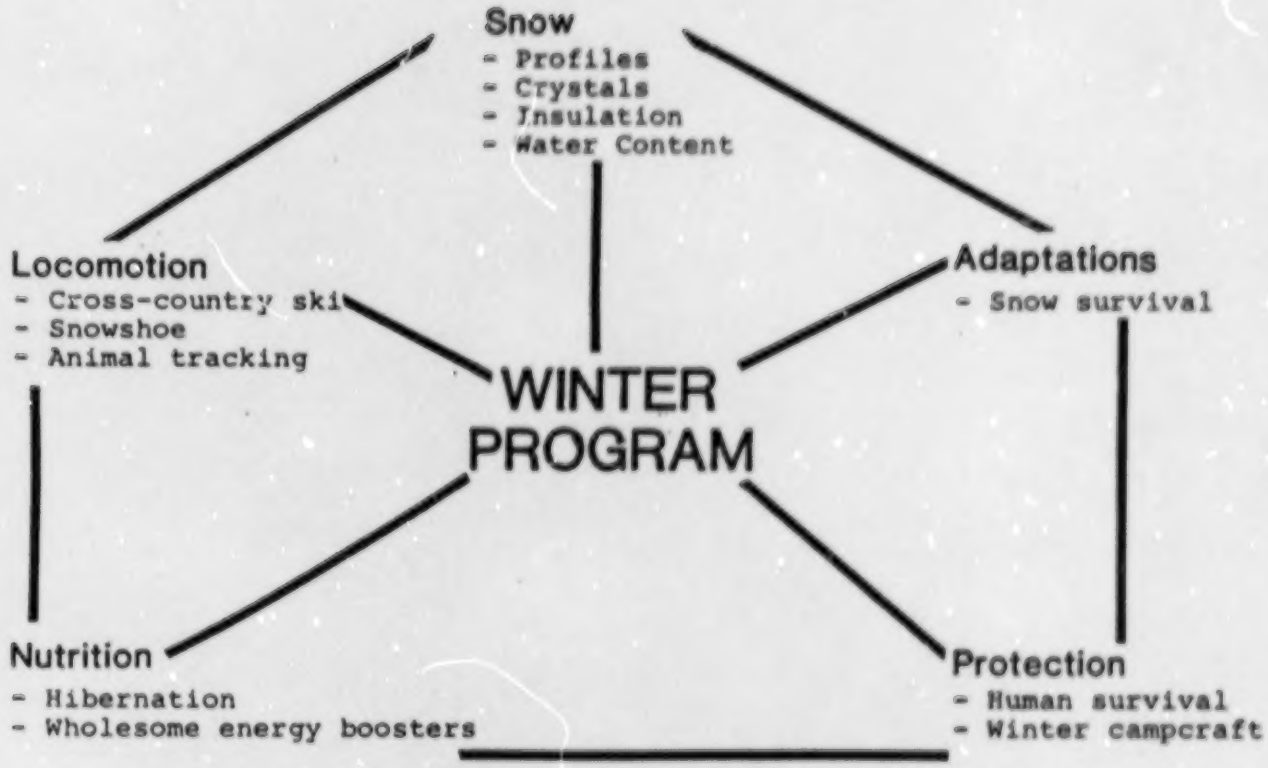
The task cards and study sheets are used to analyze specific aspects of a concept or to learn a concept.
- emphasized with grade 6 - 8

Note:

Teaching cards - cards used by leader
Task cards - cards used by students

WINTER PROGRAM

Model



Winter learning is ...

about people, animals, plants and their Protection, Nutrition, Locomotion and Adaptations in a snow environment.

Note: Due to equipment sizes, cross-country skiing and snowshoeing available to grade 5, 6, 7, 8.

WINTER PROGRAM

The following activities are available at Wildwood Conservation Area to compliment classroom learning. One or more activities may be incorporated into your day depending on which activities you choose.

CROSS-COUNTRY SKIING

History, use, care, waxing, instruction, trail-skiing.

SNOWSHOEING

History, use, care, instruction, hiking.

Cross-country skiing and snowshoeing are an enjoyable but necessary means of winter travel which will enable participation in the following activities.

ANIMAL ADAPTATIONS

Through a variety of role playing games and activities, students become aware of how animals adapt to winter.

ANIMAL TRACKING

Learn to use guides to track winter animals and birds.

HUMAN SURVIVAL

A situation is created where someone in the group has hypothermia. Using the survival pack, as a group, treat the victim.

INITIATIVE TASKS

Various real life situations are created requiring groups to interact and co-operate in order to succeed.

Valuable activity to prepare a group for other group work in an outdoor setting.

ORIENTEERING

The use of map alone, or map and compass to find your way in the winter environment.

Various project courses relating to winter environmental studies.

SNOW CRYSTALS

With the aid of identification equipment, it is easy to see that no two snow crystals are exactly the same.

Identify many different types of snow crystals.

SNOW INSULATION

Through an assortment of games, temperature readings and maybe even burying each otner in snow, learn about snow protection of soil, plants and animals.

SNOW PROFILES

By digging a cross-section in the snow, you find snow is not homogeneous, but actually has layers. Trace the history of the winter!

SNOW RUNOFF

Discover the content of water in snow through experimental activities. What effects will this cause in the spring.

TREE IDENTIFICATION

Ski/snowshoe the Arbor trail and learn many different types of coniferous and deciduous trees by using the coniferous tree wheels or the deciduous winter tree finders.

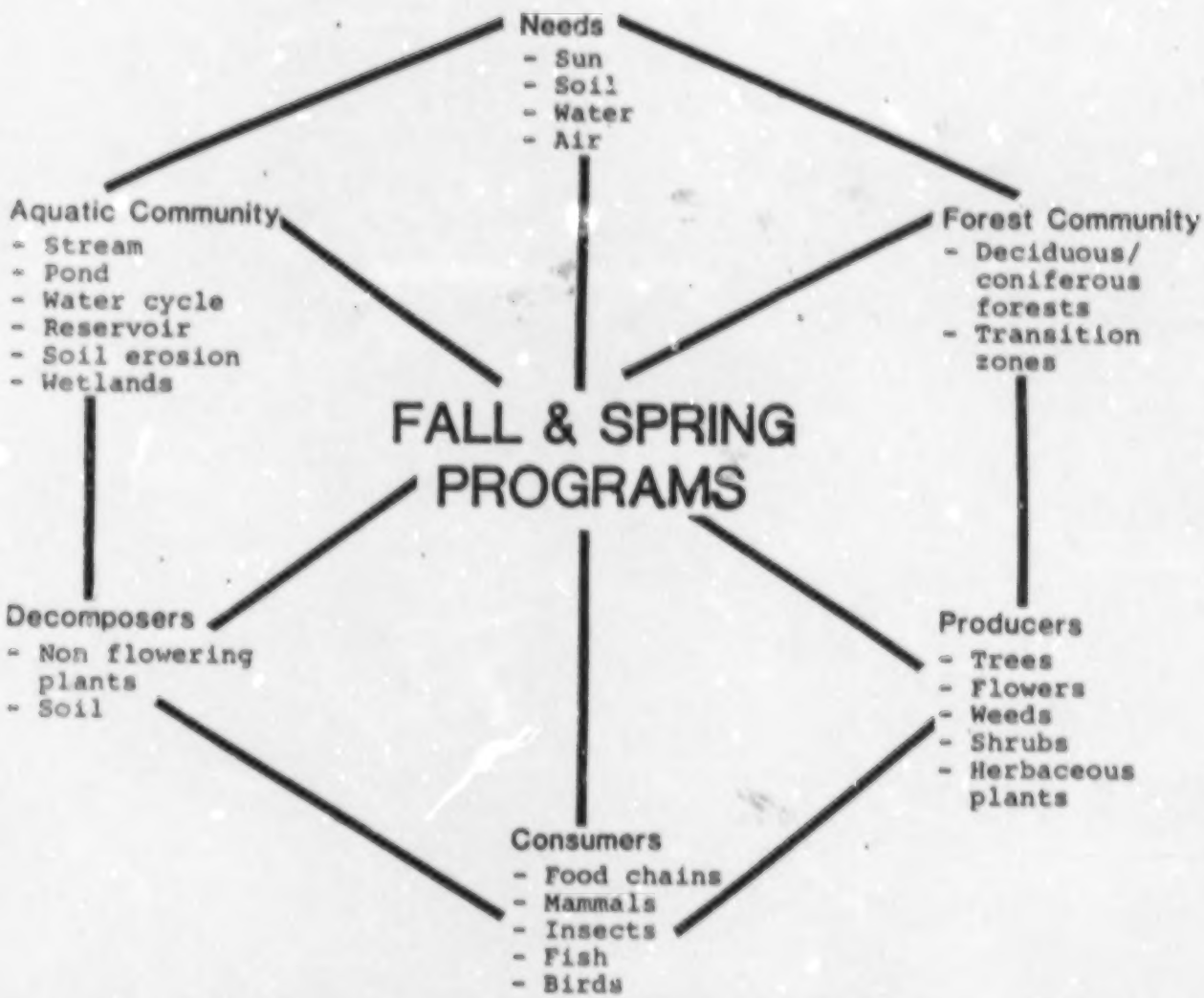
WINTER CAMPCRAFT

Learn to live in our winter environment safely and WARMLY without disturbing our natural resources.

NOTE: Activities can be developed to meet the needs of your group.

FALL & SPRING PROGRAM

Model



Fall ' Spring learning is ...

about ecosystems; which is how everything is balanced and interrelated in our natural environment.

FALL AND SPRING PROGRAM

The following activities are available at Wildwood Conservation Area to complement classroom learning. One or more activities may be incorporated into your day depending on which activities you choose. Also environmental conditions may determine when activities are available ie. Spring Flowers are best first two weeks of May.

SENSORY WALK

This may vary from learning colours and senses in an outdoor setting to learning various environmental concepts through a sensory approach.

CAMPCRAFT

Learn to live in the out-of-doors without disturbing our natural environment.

CYCLE OF WATER/TOUR OF WILDWOOD DAM

Discover the purposes of the dam, follow the cycle of water and even take a water sample of the reservoir.

FOOD CHAINS

Concentrating on the consumers ie. Birds, animals and how they fit into their community.

FORESTRY MANAGEMENT

Become a forester for a day. Learn the proper methods of managing a woodlot. You could also learn how to measure the amount of wood in a tree and value of that tree or an entire woodlot!

GENERAL ECOSYSTEMS

Through a variety of activities discover the differences of Aquatic and Forest communities and succession.

Learn the elements of all communities.

Through games and tasks learn the roles of Producers, Consumers, Decomposers.

INITIATIVE TASKS

Various real life situations are created which require groups to interact and co-operate in order to succeed and complete a task.

Valuable activity to prepare a group for other outdoor activities.

NON-FLOWERING PLANTS

What is the role of decomposers? By identifying and doing tasks, questions are answered.

ORIENTEERING

The use of map alone, or a map and compass to find your way in the out-of-doors.

Various project courses available relating to environmental studies.

POND AND STREAM STUDIES

Examine plant and animal life, find flow speed and course of the stream.

Various studies available.

PREPARATION FOR WINTER

Travel through our natural environment and discover what the animals are doing to prepare themselves for Winter.

PUPPETRY

Join our larger than life sized puppets to learn about our forest friends. Great introduction or follow-up for primary grades.

SEED DISPERSAL

The comparison of various plants, types of seeds and methods of dispersal.

SOIL AND EROSION

Become a Land Use Technician. Use the same methods as the U.T.R.C.A. to determine rights and wrongs in Land Use.

SURVIVAL GAME

Students actively role play various animals (herbivore, omnivores, camivores) to become aware of food chains, the effects of disease, elements, and man in a forest community.

TREES ARE OUR FRIENDS

Walk the Arbor Trail and learn many different types of coniferous and deciduous trees by using various identification keys and resources. Also study the life cycle of trees and the story in the tree's rings.

WEEDS

What is a weed? Do types of weeds change according to where they are growing? Studies and tasks will determine the answers to these questions.

WHY WETLANDS?

Through collecting data and questioning, determine why wetlands are important.

WILD FLOWERS

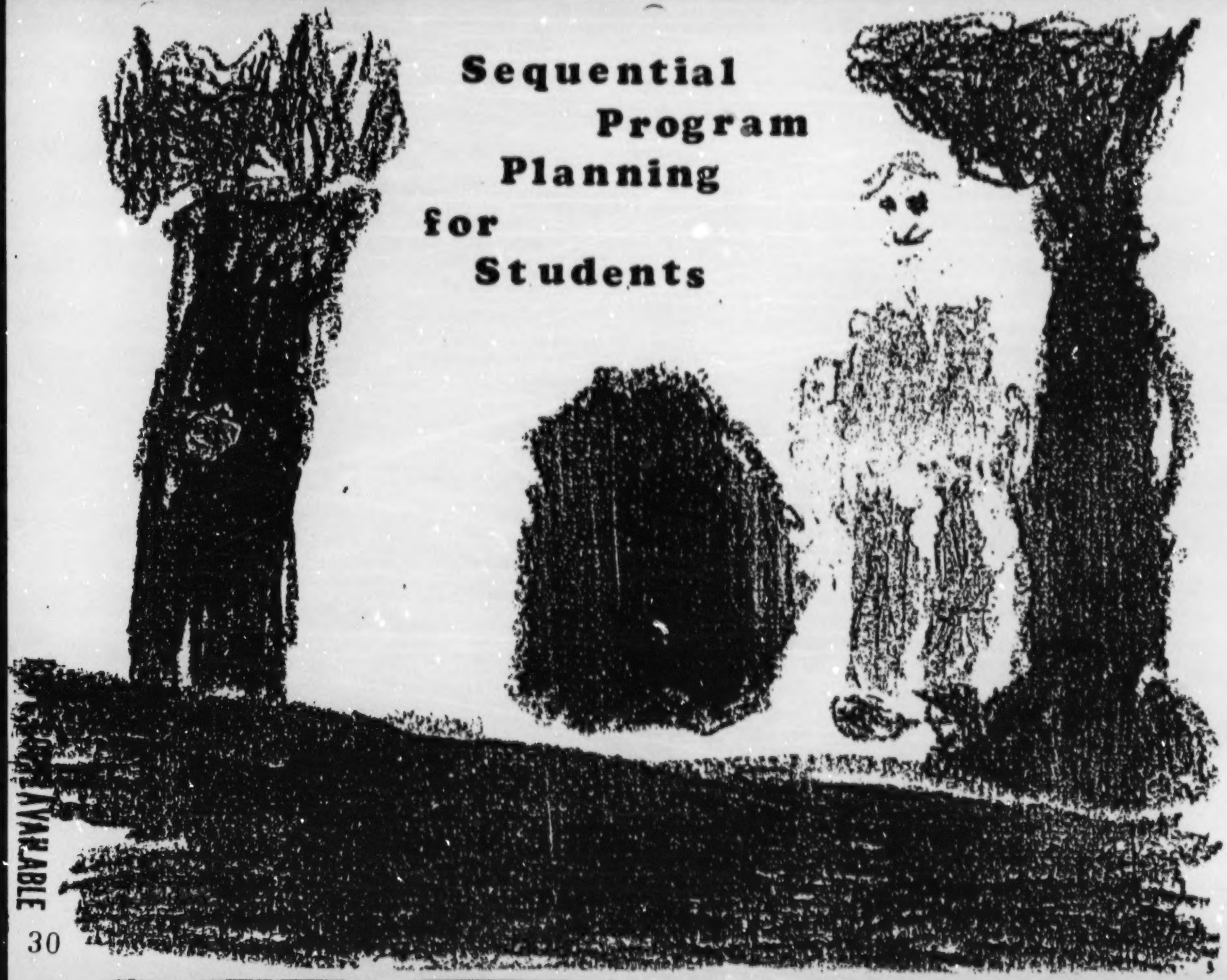
An interpretative hike with various resource books will help us identify many wild flowers.

WILDWOOD LOOP TRAIL

A 15 km. skiing and hiking trail which travels around the Wildwood reservoir through coniferous and deciduous forests, various wetlands, a gravel pit and agricultural land. A great day outing. (hike length can be altered from between 4 km and 15 km.)

NOTE: Activities can be developed to meet the needs of your group.

Sequential Program Planning for Students



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E. SEQUENTIAL PROGRAM PLANNING FOR STUDENTS

It is important that as students pass through the grades of our Public School System that they experience new challenges and activities during their visits to Wildwood. At times students will comment, "We did that in grade 4!"

No, we cannot eliminate this problem completely but we can attempt to reduce its effect on our programs of study.

Suggestions:

(1) Groupings - a class of 30 students can be divided into 2 or 3 groups that are involved in different activities.

(2) EVALUATION - FILING SYSTEM:

It is recommended that each school using the Wildwood facilities have a "Wildwood Program Evaluation File" in its Central Office.

PROCEDURE:

The Bow Tie Evaluation form (sample attached) should be filled out in duplicate after each class visit!

- One copy is sent to Wildwood Conservation Area to be filed BY SCHOOL NAME and
- One copy is filed in your school office.

The Benefit of this Procedure

(a) The teachers who receive these children in future years will have a written record of what their present class has experienced at Wildwood Conservation Area.

(b) Wildwood Conservation Area has a file on your school's activities at the facility.

(c) Wildwood Program leaders receive valued feedback as to the benefits of their programs.

E. 1. Sample Evaluation Form - attached.

(2 forms will be given to the teacher in charge at the conclusion of each visit)

WILDWOOD CONSERVATION AREA OUTDOOR EDUCATION PROGRAM

BOW TIE EVALUATION

Communication is a key in effective program planning. In order for all of us to continually develop outdoor education programs, feedback is needed. You can assist us by expressing your thoughts and feelings about the outdoor education program that your participated in at the Wildwood Conservation Area. Please complete after some follow-up with your group, so that participants' learning can be evaluated. *Feel free to attach any material you use in the classroom.

PLANNING PREPARATION

What preparation learning was done in the classroom?

PROGRAM

What did you like and dislike about the outdoor program?

Would you participate in this activity at Wildwood again?

FOLLOW-UP LEARNING

How did the program meet the needs of the participants for the development in the classroom, community and personal life?

TEACHER_____ SCHOOL_____

NAME OF ACTIVITY_____ GRADE_____

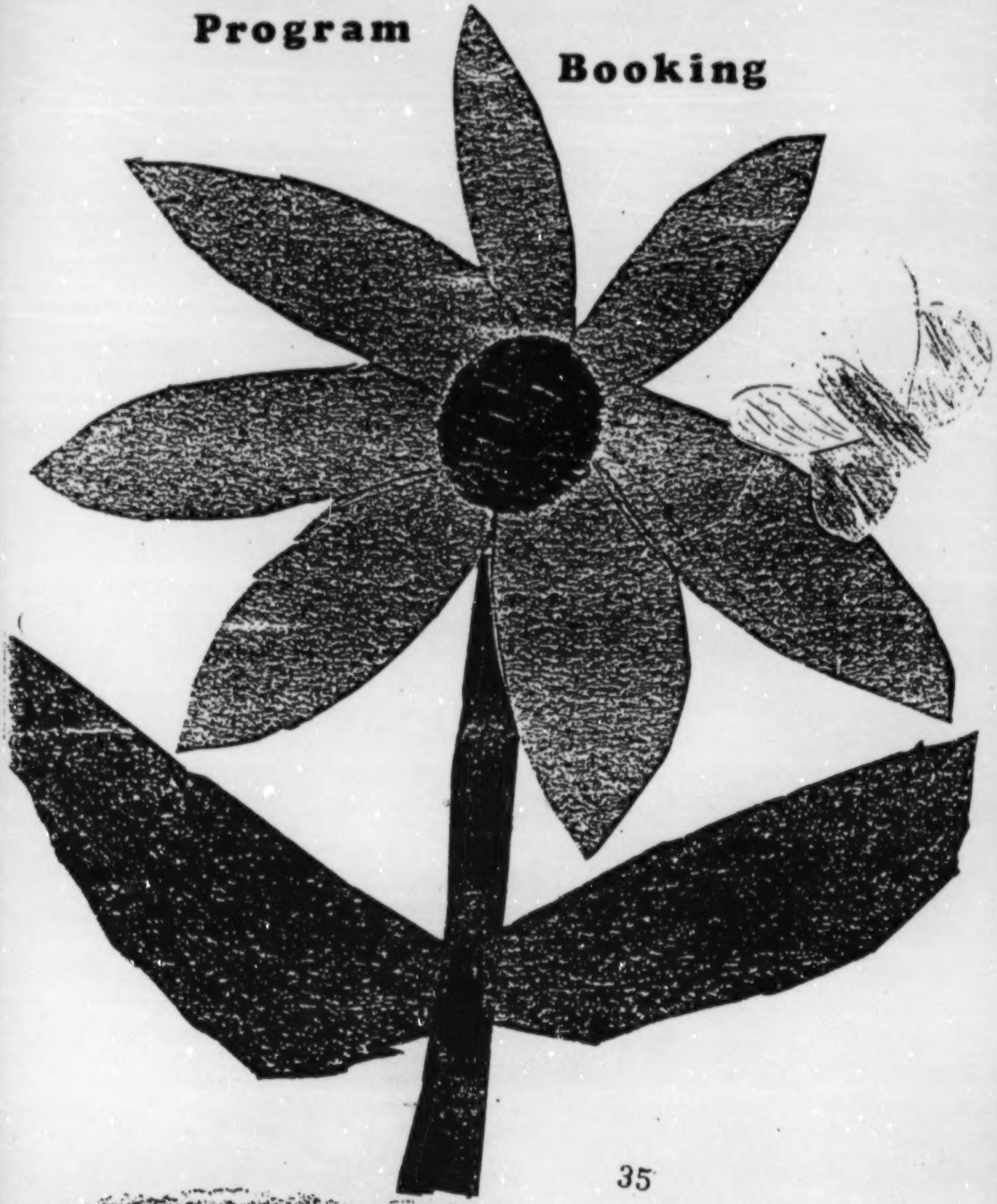
DATE OF ACTIVITY_____ DATE OF EVALUATION_____

Thank you! Please return one copy to: Wildwood Conservation Area
Outdoor Education Program
R. R. # 2
St. Marys, Ontario N0M 2V0

Please file one copy in your office "Wildwood File"

Program

Booking



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(F1) EXPECTATIONS FOR SCHOOLS/TEACHERS

DURING PROGRAM VISITATION

1. Staff required per class:

   Gr. K to 8 - 1 teacher, 3 parents

   More parents or volunteers are welcome if eager to participate. This leader ratio is necessary to facilitate emergency procedures, to ensure safety, proper discipline and to assist leaders with the program.

2. Lost or unnecessarily damaged equipment will be charged to the user; the user is therefore responsible for his/her actions.

3. Disciplinary Procedures

   Teacher(s) with the assistance of parents are expected to discipline groups and individuals when necessary within the control and structure of the program.

   NOTE: The teacher has the prime responsibility in disciplinary matters. The principal may be contacted to deal with the problem.

4. Emergency Procedure recognizes the need for leaders, parents and teachers to play an important role in facilitating the situation.

5. Weather Dates - If the weather condition is questionable, call 284-2829 to discuss possible postponement dates, or the need to continue the program regardless of weather by 8:30 a.m.

6. Ensure appropriate dress for the weather conditions - rain or shine. This is crucial for the success of the program.

7. Payment of Fees -

   Rental Fees are due on the date of your program. The program fee is also due, unless your school board has made arrangements to subsidize this fee.

(F2) BOOKING PROCEDURE

Step 1: Booking Date

a) Before each season of program (Fall, Winter, Spring), the Outdoor Education Committee will forward: i) a booking form - to be completed and returned (see sample) by a given date, those returned by this date will receive priority booking over those returned at a later date; ii) a calendar allocating dates available to the various Boards of Education; iii) Leaders' workshops information.

b) School confirmation dates will be sent to the school.

c) Booking Policy will be used to book in your classes.

d) Before completing your booking, review what will be expected of the school/teacher.

i) Expectations for Schools/Teachers

ii) Program Planning Meeting

iii) Teachers' Workshop

Step 2: Program Planning Meeting

It is essential that the Outdoor Education staff and the teacher plan the program in cooperation. We will meet at both parties' convenience to discuss and plan your program. At this time, you will receive various teaching resources. Please call us to arrange a suitable meeting time.

Step 3: Leaders' Workshop

Workshops are offered for new learning and to give teachers the basis to take an active role in the following areas:

- to understand the program and activities offered
- to assist teachers in the preparation and followup of the outdoor experience at Wildwood
- to become knowledgeable about the area, equipment handling and safety
- to become an activity leader, thus we can work in smaller groups, which will enhance the students' learning experience and add to the success of the day.

Workshops are encouraged for all participants, but required for those teachers who are new to the programs.

Please dress appropriately for active participation in the given season.

NOTE:

SEASONAL ALTERNATIVES

FOR SCHOOL PROGRAMS

1. Reschedule your program date:
   i.e. (a) weather date
   (b) open date
   - with same program or alternative according to seasonal conditions.

2. Double book with another class from your school if possible:
   i.e. equipment use, staffing, facility.

3. If weather conditions are not appropriate for original program booked, an alternative program is possible.

Note: The alternative program is decided upon by the teacher and a Wildwood staff member. Alternative programs may include parts of the originally planned program or may be a completely different program.

(F3)

PROGRAM BOOKING POLICY

1. Maximum number of students per day: one classroom (25-35 students) Double booking dates arranged when necessary.

2. Booking will take place in rounds with each school having the opportunity to book one class in each round.
   Example: Round 1 - choose to book Grade 5 class
   Round 2 - choose to book Grade 7 class etc.

   Therefore, it is the responsibility of the school to decide which class will be booked in each round.

3. Booking Rounds will continue until openings are no longer available.

4. Certain days will be allocated to various school boards, but this is only effective for the booking date. After the booking date, availability of dates is open to any school board.

(F4)

PROGRAM COSTS

Presently, costs are as follows: (1984)

1/2 Day	-	$31.50
Full Day	-	$63.00

* Rental fees for equipment are due the day of the program (cash or cheque).

Again, costs will vary from season to season.

Please update this section as mailings arrive.

FUNDING OF OUTDOOR EDUCATION

In November, 1983 the Perth County Board of Education approved the continuation of our joint Outdoor Education program in conjunction with the Upper Thames River Conservation Authority, and its extension to include all elementary school in the county.

Consequently, a central budget was established which is intended to subsidize school budgets so that more students will be able to participate in the program.

This central budget is established to cover the following costs:

1. One-half of the day use fee ($63. in 1984) for each class participating in the program (to the limit of the number of days approved for each school).

2.(a) Three-quarters of the transportation costs for students travelling to Wildwood from Mornington Central, Elma Township, Listowel Central, Listowel Eastdale and Wallace.

(b) One-half of the transportation costs for students travelling to Wildwood from all other elementary schools.

The payment of the school's portion of the costs can be covered from the school excursion budget, or other appropriate school/student funds.

Please do not forward cheques or cash directly to U.T.R.C.A. as the Board is invoiced on a monthly basis for this program, and payment is handled by the Accounting Department. Payment of bus contractors is handled in a similar fashion.

Any special instructions or questions regarding the special budget for Outdoor Education should be directed to the Superintendent of Schools (Program) or to the Accounting Department.

SAMPLE - Booking Form

SCHOOL St. Mary's Public PHONE NO. 284-3162 CONTACT PERSON Lynn Singer

OFFICE USE ONLY	Booking Record	Grade/Class	Teacher	Approximate Class Size	Check One: Half Day	Check One: Full Day	Workshop Date If Attending	Definite Days of the Week or Dates that your Class Cannot Attend Due to Prior Commitments	Program Desired	Office Use Only
	1	9		31		✓	May 10	June 8, 21	Wildflowers & Pond	
	2	8		29		✓	May 7	"	Wildwood Loop Trail	
	3	1		28	✓			"	Sensory Hike	
	4									
	5									
	6									
	7									
	8									
	9									
	10									

Comments:

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STANDARD EMERGENCY PROCEDURES

Wildwood Conservation Area

The following is a base for emergency procedures at Wildwood Conservation Area. Please use this in conjunction with detailed program emergency procedures.

1. Assess the situation
2. Give the decided control signal (ie. caw-caw) to formulate group for directions
3. Use all leaders for optimum use of time (parents, teachers, staff, mature persons)
4. Appoint one person to keep the group together, calm and away from the scene of the accident.
5. Appoint one person to go to the Visitor Services Centre. After receiving details of Injury, the person is given:
   a) the keys to the Visitor Services Centre with instructions for opening
   b) A map of the park including an oil penciled X to show the site of the accident
   c) Instructions to follow details on red task card, located on office wall above telephone
   d) Instructions to use green task card for emergency numbers which is located beside the red card
6. The staff person should remain at the scene of the accident to give reassurance, first aid, and a calm explanation of the situation
7. Complete all accident report forms as soon as possible
8. Contact school or people involved as a Public Relations follow-up gesture

WILDWOOD EMERGENCY PROCEDURE

Outdoor Education Program

When there is an accident during the program, the closest or involved leader should check to see how serious the injury is.

If it is minor:

1. Use first aid kit in fanny pack on waist.
2. (a) If the parent accompanying the group feels comfortable treating injury - give parent first aid kit.
   (b) If parent does not feel comfortable treating injury - give parent task card (from first aid kit) and ask the parent to lead activity. At this time, the leader treats injury.
3. Depending on the nature of the injury, a parent may have to escort the child to the visitor services centre, (parent may need assistance from workshop crew).
4. A follow-up call to the parents or school would be a nice gesture.
5. Leaders discretion is suggested for completion of accident forms (located in fanny pack).

If it is serious:

Kindergarten - Grade 4

1. The activity should be halted and the children seated with one parent away from the site of the accident.
2. The other parent is given:
   (a) details about the injury
   (b) Visitor Services Centre keys and instructions for opening the office
   (c) A map of Wildwood Conservation Area with grease pencil X to show location of accident.
   (d) Instructions of how to use red and green task cards
3. The staff person should remain with the injured child at all times. The correct first aid should be administered and a calm explanation of the situation should be offered to the child.
4. Keep accurate record of the circumstances and fill out an accident report form immediately following the incident.
5. Follow-up the accident by telephoning the parents and school to check recovery.

Grade 5 - Grade 8

1. The activity should be halted and the group moved away from the site of the accident. The group should be given the responsibility to stay together and away from the site of the accident. One student should be assigned the duty of liaison between the group and yourself to ensure this discipline.
2. The parent is given:
   (a) details about the injury
   (b) Visitor Services Centre keys and instructions for opening the office
   (c) A map of Wildwood Conservation Area with grease pencil X to show location of accident.
   (d) Instructions of how to use red and green task cards.
3. The staff person should remain with the injured child at all times. The correct first aid should be administered and a calm explanation of the situation should be offered to the child.
4. Keep accurate record of the circumstances and fill out an accident report form immediately following the incident.
5. Follow-up the accident by telephoning the parents and school to check recovery.

EMERGENCY TASK CARDS

Located on wall above telephone in Visitor Services Centre office.

Red Card

EMERGENCY STEPS

1. - Telephone all necessary numbers
   - Ambulance, Important person(s)
     for example - school, parents, police
   - when calling, give directions to Wildwood Conservation Area.

2. - Telephone the workshop or Superintendent's office and tell them "We have an emergency at Visitor Services".

3. - Wait at the Visitor Services Centre for a workshop member to arrive.

4. - Go over map with workshop member to locate site of accident
   - Explain situation so he can decide method of approach.

5. - Guide ambulance attendants to site of accident.

Green Card

EMERGENCY PHONE NUMBERS

Ambulance - Dial "0" Zero and ask for	Zenith 90,000
Police - Dial "0" Zero and ask for	Zenith 50,000
Stratford General Hospital	271-2120
St. Marys Memorial Hospital	284-1330
Fire Emergency, St. Marys	284-2311
Fire Emergency, Stratford	271-3211
The Workshop - Superintendent's office	284-2292

Upper Thames River Conservation Authority

ACCIDENT FORM

Date of Accident _____

Program/Activity _____

Location of Program/Activity _____

Location of Accident _____

No. of participants at location at time of accident _____

No. of staff on duty _____ Supervisor on duty _____

Time of accident Actual _____ Estimated _____

****

Name of injured person _____ Sex (MF) _____

Address _____

Telephone No. _____ Age _____

Accident Report - Please give as much information as possible. Be explicit.

Cause of Accident _____

_____

_____

_____

Nature of Injury _____

_____

_____

Treatment Applied _____

_____

_____

_____

Injured person treated by _____

Did you contact; i) Parents _____, ii) Ambulance ___,

iii) Fire Department ___, Affiliated Organization ___

Action taken _____

_____

_____

Other pertinent information _____

_____

_____

_____

Names of Witnesses of Accident

Witness's Name Address Telephone Age

_____

_____

_____

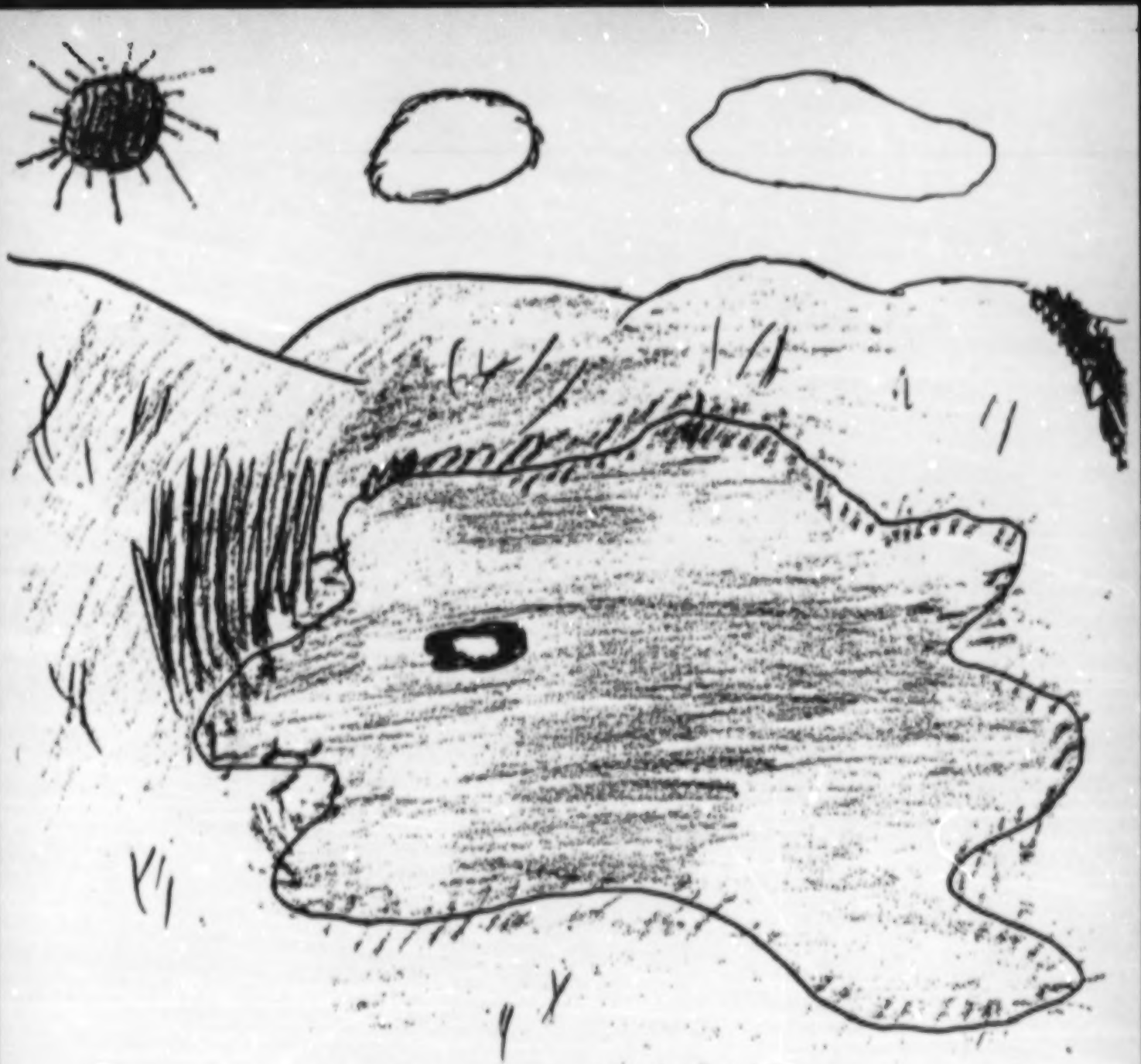
_____

Signature of Person in Charge _____

Address _____

Telephone _____

Please make sure you notify your supervisor of the accident as soon as possible.



Resource List

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List of Resource Agencies, Associations or Groups

to Obtain Information or Materials or Resource Persons

Ontario Ski Council
160 Vanderhoof Ave.
Toronto M4G 4B8

Ontario Forestry Assoc.
150 Consumers Road
Willowdale M2J 1P9

Ministry of Environment
135 St. Clair Ave. W.
Suite 100, Toronto
M4V 1P5

Thames Valley Trail Assoc.
Box 821, Terminal B
London N6A 4Z3

Ontario Camping Assoc.
1806 Avenue Rd. Suite 2
Toronto M5M 3Z1

Parks Canada
Les Terrasses de la
Chaudiere, Ottawa
K1A 1G2

Boy Scouts of Canada
531 Windemere Rd.
London N6A 4B6
(or your local
district council)

Girl Guides of Canada
424 Wellington St.
London N6A 3P3
(or your local
district council)

Ontario Ministry of
Culture & Recreation
495 Richmond, 5th Floor
London N6A 5A9

Ontario Ministry of
Natural Resources
Information Services
Whitney Block, 5th Floor
99 Wellesley St. W.
Toronto M7A 1W3

Sunlife of Canada
383 Richmond St.
London N6A 3C4
Mr. Cassis

McIlwraith Field Naturelists
c/o Mrs. W. Wake, Treasurer
1354 Langmuir Ave.
London N5W 2G6

Canadian Forces
Wolseley Barracks
Oxford St., London
ph. 679-5275

Federation of Ontario
Naturalists
355 Lesmill Rd.
Don Mills M3B 2W7

Canadian Nature Federation
75 Albert St.
Ottawa K1P 6G1

Conservation Council of Ontario
6th Floor, 45 Charles St. E.
Toronto M4Y 1S2

Council of Outdoor Educators
John H. Aikman,
Membership Secretary COEO
47 Rama Court
Hamilton L8W 2B3

Hinterland Who's Who
Distribution Section
Canadian Wildlife Service
Environment Canada
Ottawa K1A 0E7

Educational Services
National Audubon Society
950 Third Avenue
New York, New York 10022

Maitland Valley Conservation
Authority
Box 5, Wroxeter N0G 2X0

..../2

Grand River Conservation Authority
Box 729
400 Clyde Road
Cambridge, Ontario N1R 5W6

Ausable Bayfield Conservation Authority
Box 459, 175 Thames Road West
Exeter, Ontario N0M 1S0

SN-18 About Flowers c 6 min. Pr. Jr. ref. pg. 72

SN-15 Adaptation in Animals c 16 min. Int. pg. 72

SN-29 Among Fish c 10 min. Pr. Jr. Int. pg. 72

SN-95 Animal Babies Grow Up c 11 min. Pr. Jr. pg. 72

SN-30 Animals That Live in Water c 14 mins. Jr. Int. pg. 72

SN-55 Ant Colony Through the Year, An b/w 11 mins. Jr. Int. pg. 73

SN-65 Barn Swallow, The c 11 mins. Jr. pg. 73

SN-36 Beaver Makes a Comeback c 22 mins. Int. pg. 73

SN-53 Bees: Background Science c 11 mins. Jr. Int. pg. 73

SN-173 Birds and Migration c 18 mins. Jr. Int. pg. 73

SN-188 Birds: How We Identify Them c 11 mins. Jr. Int. pg. 73

SN-176 Bumblebee, The c 11 mins. Jr. Int. pg. 74

SN-56 Butterfly c 9 mins. Pr. Jr. pg. 74

SN-51 Butterflies, Beetles and Bugs c 16 mins. Jr. Int. pg. 74

SN-106 Common Animals of the Woods b/w 11 mins. Pr. pg. 74

SN-190 Crickets: Backyard Science c 11 mins. Pr. Jr. pg. 74

SN-4 Emergence of a Dragonfly c 6 mins. Int. pg. 74

SN-27 Fish in a Changing Environment c 11 mins. Jr. pg. 75

SN-60 Flower and the Hive, The c 12 mins. Jr. Int. pg. 75

SN-37 Forest Tent Caterpillar c 18 mins. Int. pg. 75

SN-31 Frog, The c 11 mins. Int. Sr. pg. 75

SN-35 Gray Squirrel, The b/w 11 mins. Jr. pg. 75

SN-32 Hibernation and Other Forms of Dormancy c 10 mins. Pr. Jr. Int. pg. 75

SN-40 Housefly, The b/w 11 mins. Int. pg. 76

SN-11 How Flowers Make Seeds c 11 mins. Jr. pg. 76

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SN-115 Insects c 11 mins. Int. Sr. pg. 76

SN-52 Introducing Insects c 17 mins. Jr. Int. pg. 76

SN-172 Land of the Loon c 26 mins. General pg. 77

SN-80 Life on a Dead Tree c 11 mins. Jr. Int. pg. 77

SN-54 Life Story of a Social Insect: The Ant c 11 mins. Int. pg. 77

SN-118 Mammals are Interesting c 11 mins. Jr. Int. pg. 77

SN-195 Mosquito c 20 mins. Jr. Int. pg. 77

SN-168 Moth, Cecropia c 11 mins. Int. pg. 77

SN-131 Mother Hen's Family c 11 mins. Jr. pg. 77

SN-101 Nature's Engineer b/w 11 mins. Jr. Int. pg. 78

SN-171 Point Pelee - Nature Sanctuary c 11 mins. Int. pg. 78

SN-196 Reptiles and their Characteristics c 11 mins. Int. pg. 78

SN-64 Robin Redbreast c 11 mins. Pr. Jr. pg. 78

SN-28 Seashells b/w 12 mins. Jr. pg. 78

SN-68 Seed Dispersal c 11 mins. Int. pg. 78

SN-170 Seeds Grow Into Plants c 11 mins. Jr. pg. 79

SN-104 Snakes c 11 mins. Jr. Int. pg. 79

SN-169 Spring Brings Changes c 11 mins. Pr. Jr. pg. 79

SN-192 Town Mouse and Country Mouse b/w 12 mins. Pr. Jr. pg. 79

SN-79 Trees Grow Throughout the Years c 11 mins. Pr. Jr. pg. 79

SN-78 Tree is a Living Thing, A c 11 mins. Pr. Jr. pg. 80

SN-34 Waterfowl - A Resource in Danger c 17 mins. Int. pg. 80

SN-220 We Explore the Field and Meadow c 11 mins. Pr. Jr. pg. 80

SN-45	Wildlife in the Rockies	b/w	14 mins.	Int. pg. 80
SN-82	Wonders in a Country Stream	c	11 mins.	Jr. pg. 80
SN-139	Wonders of Plant Growth	b/w	10 mins.	Int. pg. 81
SN-180	Death of a Legend - Parts 1 and 2	c	51 mins.	Int. Sr. pg. 81(a)
SN-84	Spring Comes to the Pond	c	11 mins.	Pr. Jr. pg. 81(a)
SN-39	Beaver Pond	c	24 mins.	Jr. pg. 81(b)
SN-63	Canada Goose, The	c	7 mins.	General pg. 81(b)
SN-177	Secrets of the Bee World	c	13 mins.	Jr. pg. 81(b)
SN-38	Small World	c	24 mins.	Pr. Jr. Int. pg. 81(b)
SN-66	White-Throat	c	10 mins.	Pr. Jr. Int. pg. 81(b)
SN-112	Mammals with Hoofs	c	10½ mins.	Jr. Int. pg. 81(c)